

Reading in a Foreign Language
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From the Editors

RFL, like all scholarly journals, depends on the support of individuals with expertise in various areas of second and foreign language reading. The critical and insightful observations and suggestions of the external reviewers allow the journal to maintain the high quality of the articles. However, as *RFL* has become the leading journal in second and foreign language reading, the number of manuscripts that we receive for consideration steadily increases. As a result, we need more and more external reviewers. If any readers of *RFL* would like to be external reviewers, please contact us with the areas of second and foreign language reading in which you have particular expertise.

We would also like to call our readers' attention to the Special Issue scheduled for October 2015, on the topic *Connections between Second Language Reading and Writing*. We are very pleased to have as the editors of this Special Issue Betsy Gilliland and Jeongyeon (Jay) Park. Please see the announcement.

RFL acknowledges and appreciates the support of the [National Foreign Language Resource Center](#) (NFLRC), and the [University of Hawai'i Department of Second Language Studies](#). Their continued funding allows us to offer *RFL* without charge.

We make our semi-annual request that those readers of *RFL* who have not yet subscribed to become subscribers at no cost. Subscribers have the option of being notified through e-mail as soon as each new issue is released. We keep all subscriber information confidential. We ask you to subscribe because it will assist us in continuing to obtain institutional support for the journal, keeping it free of charge. So, please take a few moments to fill out the brief [subscription form](#) for *Reading in a Foreign Language*.

We would like to acknowledge and thank the external reviewers who have provided valuable comments on manuscripts. As noted above, these scholars make invaluable contributions to *RFL*. The following external reviewers took time to do critical evaluations through mid-September 2013:

David Beglar, Anna C-S Chang, Martyn Clark, Averil Coxhead, Graham Crookes, Cheryl Ernst, Carol Fraser, William Grabe, Marc Helgesen, Peter Hourdequin, Alan Hunt, Eun Hee Jeon, Yuriko Kite, Chris Lima, Heather McDowell, Setsuko Mori, Tim Murphey, Paul Nation, Takayuki Nakanishi, Heike Neumann, Norbert Schmitt, Tim Stoeckel, Maya Sugita, Atsuko Takase, Yea-Ru Tsai, and Thomas Upton

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Larson, Jerica Manoa, Mike Misner, Aki Omote, Dahyun Park, Jeongyeon Park, Eunseok Ro, Gordon West, and Fred Zenker

We would like to have your feedback to the articles; please feel free to contact us with your reactions, comments, and suggestions.

In this issue

Articles

Yukie Horiba reports the results of a study of strategic text processing for English as foreign language students who read and recalled a text when they received different task instructions.

Anna C-S Chang & Sonia Millett discuss their study of the effects of repeated reading on EFL learners' reading rates, comprehension level, and its transferring effect.

Reiko Komiya describes the characteristics of English for Academic Purposes students' second language motivation that were examined by identifying underlying motivational factors.

Millie Commander & Maria C. M. de Guerrero present the results of their investigation into the reading processes of L2 college students' reading processes that occurred within dyadic peer interactions during shadow-reading, a collaborative procedure based on repetition and summarizing.

The next five articles all focus on extensive reading.

Cheryl Kirchhoff looks at extensive reading and flow.

Eunseok Ro's article is a report of his case study of extensive reading with an unmotivated L2 reader.

Thomas Robb & Makimi Kano describe an extensive reading program outside the classroom.

Junko Yamashita discuss her investigation into the effects of extensive reading on FL reading attitudes.

In the fifth article, Mitsue Tabata-Sandom looks at the reader-text-writer interactions of L2 Japanese learners' responses toward graded readers.

Reviews

Averil Coxhead, Karen Falconer, and Ha Le review *Read This!* by Alice Savage & Daphne Mackey.

Fireworks and Festivals: U.S. Holidays and Culture for English Language Learners by Gretchen Fues is reviewed by Keri Ann Marie Moore.

Namhee Suk reviews *Teacher's Sourcebook for Extensive Reading* by George Jacobs & Thomas S. C. Farrell

Feature

The feature, "Readings on L2 Reading: Publications in Other Venues," presents references through 2012–2013, by Cindy Brantmeier, Tracy Van Bishop, Xiucheng Yu, and Stacy Davis.